

DEPARTMENT OF MINES AND RESOURCES

Honourable J. A. Glen,  
Minister.

INDIAN SCHOOL BULLETIN

Issued by the Welfare and Training Service

INDIAN AFFAIRS BRANCH

No. 5, Vol. 1, Items 51 - 61.

1 June, 1947.

next issue 1 September, 1947.

THE GOOD TEACHER

The good teacher requires:

Physical Vitality. I will try to keep my body well and strong.

Mental Vigor. I will study daily to keep my mind active and alert.

Moral Discrimination. I will seek to know the right and to live by it.

Wholesome Personality. I will cultivate in myself goodwill, friendliness, poise, upright bearing and careful speech.

Helpfulness. I will learn the art of helping others by doing helpful things daily in school and home.

Knowledge. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

Leadership. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

These Things Will I do Now that I May Be  
worthy the High Office of Teacher.

- Pledge of the Future Teachers of America  
printed in the N E A Handbook.

NOTE:

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Agents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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# indicates article of special interest to Indian Affairs Branch Officials.

THE OPTIMIST CREED

- PROMISE YOURSELF -

To be so strong that nothing can disturb your peace of mind.

To talk health, happiness and prosperity to every person you meet.

To make all your friends feel that there is something in them.

To look at the sunny side of everything and make your optimism come true.

To think only of the best, to work only for the best and to expect only the best.

To be just as enthusiastic about the success of others as you are about your own.

To forget the mistakes of the past and press on to the greater achievements of the future.

To wear a cheerful countenance at all times and give every living creature you meet a smile.

To give so much time to the improvement of yourself that you have no time to criticise others.

To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble.

- Christian D. Larson -



PART I

SCHOOL ADMINISTRATION

# 51

TUITION GRANTS FOR ADVANCED EDUCATION

As the end of the school term draws near it is well for Indian Agents, principals and teachers to consider making application for tuition grants for those pupils who will evidently benefit by advanced education. In certain provinces our pupils can be recommended by the principal or the inspector for high school work. In other provinces it is still necessary for them to write their entrance examinations. In any event, principals and teachers should interview these pupils in Grade 8 and ascertain what their future plans are. If these students wish to proceed with high school studies then the Indian agent should be approached so that the necessary tuition grant form can be completed and sent to the Department, after information has been received that the pupil has passed.

We are anxious that these forms be sent in early in the summer holidays so that the necessary authority can be obtained before the opening of school in September. Last year there were many applications being received as late as November and December. We wish to avoid a repetition of this occurrence.

The forms used in applying for tuition grants can be obtained by Indian Agents on application to the Department. These forms should be signed both by the teacher of the school which the Indian pupil attended and the Indian Agent. If the agent does not approve of allowing a tuition grant to any pupil, the form should be forwarded to the Department and the agent should explain fully why he considers a tuition grant should not be allowed.

In the case of students who have already completed one or more years of high school, university or technical work with the Department's assistance, it will only be necessary for the Indian agent to write the Department requesting renewal of the grant. This renewal will be contingent upon the pupil's having been promoted.

Pupils who are completing their high school studies will probably require special vocational guidance as to their future occupations. While no attempt should be made to force a child into employment in which he will be unhappy, there are two fields in which we do require workers, namely, teaching and nursing. It is felt that there is a definite future in both these occupations for young Indian men and women. They should be given every encouragement by all concerned to select such careers as will enable them to render service to their own people.

# 52 Indian School Calendar for 1947-48 Academic Year.

Teachers will find the new calendar attached as Appendix A. If your school is closed on any prescribed day, such fact and the reason for this, must be reported to your Indian Agent.

# 53 CLOSING YOUR SCHOOL FOR THE SUMMER VACATIONS.

It is intended that this article should serve as a gentle reminder to Indian Day School Teachers and to Indian Agents of certain precautions which should be taken when the school is closed for the summer holidays.

As new textbooks and equipment are provided for our Indian schools, it is essential that every possible care be taken of this material. During the summer holidays, there are apt to be cases of minor vandalism in deserted school houses. The following points should be watched when the teacher leaves at the end of June:

- (1) The school should be in spotlessly clean condition. It is most discouraging to a teacher to walk into a school in September and to find it dirty and upset.

- (2) The school should be locked and the key deposited with whomever the Agent so instructs the teacher. All windows should be secured and every possible means of entry should be blocked. In many cases, it will be advisable to either lock the toilets or nail them up securely. Before this is done, they should be emptied.
- (3) The final quarterly forms should be left with the Indian Agent or mailed to him for forwarding here. Teachers should have the names and other information copied into these forms well before closing day so that it will be but the work of a few minutes to complete the statistics required.

- (4) The final requisition for day school supplies should be prepared at the end of June. Teachers should start thinking now of the supplies that will be required during the 1947-48 school year. Do NOT leave it until September. If you do not intend to return to the school, at least be courteous enough to think of the incoming teacher and order the necessary supplies.

Indian Agents are requested particularly to check that this is done before a teacher leaves the school. In fact, on your next visit to the school you might pick up these requisitions and forward them immediately to Ottawa. Please do NOT let them sit on your desk all summer while you are waiting for the new teacher's comments on them. Last summer we had a flood of requisitions in mid-September, many of them dated in May and June, which indicated that this had happened. There are certain standard supplies without which a school cannot function and the co-operation of our teachers and agents on this point cannot be too strongly emphasized. During the last year we have had considerable criticism from Provincial Inspectors about lack of paper, pencils, chalk, etc., and we do not wish to have these observations made during the 1947-48 school year.

Teachers who are filling out requisitions and who do not intend to return to the particular day school for the next school year should not insert their names in the bottom part of the form. The form should be filled out as follows:

"Name ..... The Teacher,

"School ..... Red Rock Indian Day School,  
c/o A. R. McIntosh, Indian Agent,

"Post Office (nearest) ... Blue Moose, Sask."

"Express Office (nearest) .....

"Province .....

This will prevent school books being forwarded to an Indian teacher's home, as has happened in the past. Instead, they will go to the Indian Agent's office and there remain until the new teacher arrives.

- (5) Be certain to leave a forwarding address with your Indian Agent. During the summer we will be writing to certain teachers to inform them of their salaries under our new schedule. In some cases these letters will be forwarded to the Indian Agents for on routing to you. Be certain he knows where you can be located.
- (6) For the incoming teacher, you should leave in your register a list of the promotions which have been made by you at the end of the school year. This will not be necessary after this year, as we intend to put into effect in October a Progress Report Card on pupils' promotions and grades, which will be kept in each school.
- (7) If you are not returning, you might also leave a letter to the incoming teacher with pertinent facts about your school and the community. For example, you might mention where you get your milk, how you bought your groceries, how you got to town, what Indian women will do a good job



at scrubbing out the school, what Indian men are useful at doing odd jobs around the school, and other useful bits of information which will be of invaluable aid to the incoming teacher. Remember the day when you first walked into the school, and you will set down much that will aid the next newcomer.

# 54 A REMINDER ON FAMILY ALLOWANCES

The co-operation of principals of Indian Residential Schools is earnestly requested in regard to the forwarding of information about the pupils in their charge in order that Family Allowances may be paid promptly and correctly on their behalf during July and August. Principals can render both the Department and their pupils a great service by ensuring that this data is in the hands of the Indian Agent at the earliest possible opportunity.

As soon as information is available, the following should be forwarded to the Indian Agent concerned, without delay:

- (a) A list of all children returning home for the holiday months.
- (b) A list of all children remaining at Residential School for the holiday months.

# 55 Proposals for Superannuation for temporary Civil Servants employed in the Welfare and Training Service of the Indian Affairs Branch, Department of Mines and Resources.

The Treasury Board on the recommendation of our Minister, have approved the establishment of grades of civil servants who may be employed as teachers in Indian Schools. It is now our intention to recommend to the Treasury Board that certain of these teachers be appointed as permanent, and thereby automatically become contributors under the Civil Service Superannuation Act provided they qualify in all respects.

If the Treasury Board approve of our proposals it will mean that some of our day school teachers will be classified as permanent civil servants, for the purposes of the Civil Service Superannuation Act. We have had many requests from teachers, principals, agents and inspectors that such superannuation privileges be granted to our teachers. We have also had requests that teachers of Indian schools be permitted to pay into the Teachers' and Inspectors' Superannuation Funds of the Provinces in which such Indian schools are located.

After much consideration it was found necessary to discard this latter plan of provincial superannuation contributions because of the following disadvantages it possessed:

(a) It would have been necessary to request nine separate Provincial Legislatures to authorize in each instance the changes in their present Teachers' Superannuation Acts necessary before our teachers could have participated.

(b) The percentage contributions required by the superannuation commissions of the various provinces varied considerably. It would have involved a great deal of extra work by our Treasury officials in computing deductions at  $3\frac{1}{2}\%$ , 4%,  $4\frac{1}{2}\%$ , 5%, etc., as required by different provinces.

(c) The Department would have encountered some difficulty in moving teachers from one province to another province in view of the lack of uniformity in the Provincial Superannuation Acts.

(d) Separate provision would still have to be made for teachers in the Northwest Territories. It would probably have been necessary to include them in the Dominion Superannuation system. Then we would have been adopting two separate plans.

(e) In general, the Dominion superannuation plan provides for a larger pension rate than do provincial plans.

In view of the above it was decided to approach Treasury Board with the proposals included herein.

The classification of permanent civil servant for the purposes of superannuation will be applied only to certain of our teachers as detailed below:

- (a) Teachers who are in possession of permanent teaching certificates as granted by Provincial Departments of Education.
- (b) Teachers who have been employed for a period of at least two years as Indian Day School Teachers and upon whose work satisfactory School Inspectors' and Indian Agents' reports have been submitted.
- (c) Teachers who otherwise qualify within the regulations laid down in the Civil Service Superannuation Act.
- (d) Teachers of day schools in operation for a full academic year of ten months.

Note: Married women to be eligible must provide proof of the fact that they are, of necessity, self-supporting.

It is requested that all teachers who fall into the above classification and who would wish to be made eligible for superannuation under the Civil Service Superannuation Act complete the form attached hereto as Appendix B. and submit it to the Indian Affairs Branch as soon as possible. It is strongly suggested that you read carefully the clauses of the Civil Service Superannuation Act. Older teachers are particularly referred to Section II, para 2. We have enclosed a copy of the summary of this Act so that you can consider its provisions carefully before making application. These inserts of the Act have only been made in the Bulletins addressed to Day School Teachers. If a day school teacher does not receive one, write directly to the Branch for a copy.

The application form is to be forwarded to the Branch through the Indian Agent and Inspector or Commissioner concerned.

It is again emphasized that this is a preliminary step only and that when all applications are received, the Treasury Board will have to be approached and must approve of the proposals outlined in paragraph one before they become regulations.

All applications should reach the Branch on or before August 15, 1947, as we intend to approach the Treasury Board by September 1. We would request the co-operation of all concerned to ensure that these forms reach here in time.

# 56 WELFARE TEACHERS

In order to assist in the general improvement of living conditions on Indian reserves, the new position of Indian Welfare Teachers has been created. The salary range and grades for such positions are set out in Item 47 in Bulletin No. 4.

The object in establishing such positions is primarily to help



## # 57 EXTRA-CURRICULAR ACTIVITIES

The next article of this series will be entitled "How to organize a House System". In this article we will go into details as to how an intra-mural programme of sports and other activities can be organized in the larger day and residential schools.

Some of our schools are already promoting a very worthwhile programme of such activities. Major R. F. Davey, M.C., B.A., our Inspector of Indian Schools for British Columbia, reported as follows on his recent visit to the Alberni Residential School:

"The boys are organized into eight softball teams and eleven football teams which operate in a regular school league. In addition to this, games are regularly played with the white schools in the vicinity and also occasional games with teams from ships in port. Instruction is given in boxing and a tournament had been held just previous to my visit. Four of the winners of this tournament were entered in a local tournament in the town of Port Alberni and were to fight in the finals the day I left.

"The girls are organized into eight softball teams.

"Moving pictures are shown once a week in the school alternating weekly with Film Board and Recreational films."

## # 58 REGULAR ATTENDANCE AT DAY SCHOOLS

Further to our article No. 43 in Bulletin No. 4, we have received the attendance record of the day schools of the St. Regis Agency for the month of April. This is indeed an outstanding record and one of which the teachers and pupils can be proud. We would be glad to hear of any other agency which has a record either equal to or exceeding that of St. Regis:

Chenail School .....	94.4	%
St. Regis Island School .....	94.2	%
St. Regis Village School - Junior Room ..	94.09	%
Chetlain School .....	91.6	%
Cornwall Island West School .....	91.3	%
St. Regis Village School - Senior Room ..	90.3	%
Cornwall Island East School .....	86.5	%

## # 59 AUTHORIZED TEXTBOOKS

### ENGLISH:

#### Readers for Protestant Schools

The authorized series for grades 1, 2 and 3 is the New Basic Readers of the Curriculum Foundation Series. The readers, work-books and teacher's manuals are listed below.

We are awaiting the decisions of Provincial Departments of Education as to the new readers for grades 4, 5 and 6. Until such time, teachers will continue to use the Highroads or Treasury Series.

#### New Basic Readers - Curriculum Foundation Series

##### Grade One

Before We Read	We Work and Play
We Look and See	We Come and Go

Think-and-Do Book for Pre-Primer Program (Workbook)  
Fun With Dick and Jane

Grade One (continued)

Think-and-Do Book for Fun With Dick and Jane (Workbook)  
Our New Friends  
Think-and-Do Book for Our New Friends (Workbook)  
Guide-Book to Grade One Program

Grade Two

Friends and Neighbours  
Think-and-Do Book for Friends and Neighbours (Workbook)  
More Friends and Neighbours  
Think-and-Do Book for More Friends and Neighbours (Workbook)  
Guide-Book to Second Grade Program

Grade Three

Streets and Roads  
Think-and-Do Book for Streets and Roads (Workbook)  
Guide-Book to Third Grade Program

Readers for Roman Catholic Schools

The Corona readers will not be supplied for grade one after June 30, 1947. The new series for 1947-48 has not been selected as yet. In six of the larger schools, experiments are now being conducted as to which of two series is the better adapted for use with Indian children of these grades. The two series being tried out are the "Cathedral Basic Readers" and the "Faith and Freedom Readers". When the reports are in from these schools at the end of June, a decision will be reached as to the series to be authorized.

In order to provide these new books by October, we request teachers to complete a requisition as hereunder for the numbers of texts required in grade one for 1947-48. We will then send out the new series as they arrive from the publishers. Any delays will be caused by non-arrival of texts from them as extra printings will probably have to be arranged.

The Corona Readers will continue to be authorized texts in grades 3 to 6. It is anticipated that we will be in a position to replace the Grade 2 Corona reader by January 1948. Later details of this grade 2 replacement will be announced in the Bulletin.

Principals of residential schools and day school teachers should order the quantities required for grade one as shown hereunder.

New Catholic Readers (use usual requisition form)

Pre-primers	-
Pre-primer Workbooks	-
Primers	-
Primer Workbooks	-
Grade one readers	-
Grade one workbooks	-
teacher's Manual	-

English Texts in Grades 7 - 12

We will provide only such textbooks as are authorized in the province in which the school is located. Teachers should confine their requisitions to such texts. Provincial lists of authorized texts should be obtained and studied carefully before requisitions are prepared. Do not order from a School Supply Company's catalogue.

Spelling:

The official series is The Canadian Speller:

Book I  
Book II.



Consult the Programme of Studies for your Province to ascertain the grades for which this book is provided.

### Writing:

We provide the Bailey Writing Course:

Part I - Grades 2 and 3

Part II - Grades 4 to 8.

Teacher's Manual.

### Dictionaries:

The series which we provide for pupils' use is the "Highroads". Teachers may also have a teacher's dictionary - either the "Oxford" or "Nuttals" will be provided.

### Health:

See item 7 of No. 1 of the Bulletin for complete details of the series. Grades one to four titles are for the teacher's use and the other titles are for both teacher's and pupil's use.

### Arithmetic:

The authorized texts in grades 1 and 2 are the Jolly Numbers Series (see Item 5, No. 1, of Bulletin. Order titles as listed there.

We are now doing research on a new arithmetic series for grades 3 - 8. Until new texts have been selected we will continue to provide the Problem and Practice Series. Further information will be forthcoming concerning an arithmetic series in a later issue of the Bulletin.

### Nature Study:

For teachers' reference we provide "Natural Science Through the Seasons" (item 8, No. 1 of Bulletin).

## # 60 SUPPLEMENTARY READING AND LIBRARY BOOKS

The Department has secured a stock of books suitable for reading in library periods and for spare moments throughout the day. We are anxious that Indian children be encouraged to read, not only as a formal school subject, but as a key to new and interesting fields of knowledge and interest.

These books will be provided on a scale based on average annual attendance. Principals and teachers of one and two room day schools and of residential schools with an authorized per capita pupilage of 60 or less can order one book per pupil in average annual attendance. For example, if the annual average attendance at your school for the 1946-47 school term is 22.7, then order 23 of the following titles.

For the day schools of three or more rooms and the residential schools with an authorized pupilage of 61 or more we will provide these books on the scale of one per two pupils in average annual attendance. For example, the principal of a residential school with a 1946-47 attendance of 147.3 would order 74 titles. We regret that the limited stock of books necessitates this rather arbitrary method of allotment. It may seem unfair to certain schools but we will attempt to rectify the maldistribution in our next supplementary book offer.

You will find the titles classified in five categories,-

1. English
2. Social Studies
3. Science
4. Handicrafts
5. Music

Certain of the titles are limited in stock, Therefore we have marked some of them as "Limit I; Limit II", etc. This means that schools will be limited to the quantity thus denoted in our orders. We reserve the right to make substitutions when the stock of certain texts is exhausted.

Order these books on the usual requisition form I A 413 quoting the number of the book, the title, the number required, etc. It is not necessary to list the author.

Place the books in this list on a separate requisition sheet(s) from those listing the chalk, pencils, etc., which you require.

#### ENGLISH

##### TEACHER'S REFERENCE

1. A Picture Dictionary for Children 470 pages

This Dictionary will be of great help to primary teachers in their work with little Indian children beginning the study of a new language. It will also be useful for adult education classes. Some schools already have this text. As there is a limited supply, it is available only to schools not already possessing a copy. One per primary teacher.

2. Speech Training for Elementary Schools: 114 pages

A teacher's text in speech training and language arts. Contents deal with vocal mechanism, classroom approach for various grades, the speaking of poetry, etc.

3. First Steps in Speech Training: 47 pages

A teacher's book dealing with training of the speech muscles. Especially useful for primary teachers.

4. The Drama Highway: 96 pages

This graded course in Drama deals with rhymes, plays to make, games without words, etc. (limit 1).

Book I - for Grades 3 and 4  
Book II - " " 5 and 6  
Book III - " " 7 and 8.

##### PRIMARY GRADES

5. Fun for You: 48 pages

A supplementary reader for use on the library table with Grade I. Beautifully illustrated and delightfully told stories of little animals.

6. Read Another Story: 94 pages

By the same author as "Fun For You" and suitable for Grade 2. Ten stories of animals and children and their adventures. Illustrated in colour.



New Work-Play Unit Reader by Gates, Huber, etc.

This reading series is highly recommended for use with our New Basic Reader Programme. The material is carefully graded and the vocabulary is very similar to our own new readers. The stories are very interesting and the books are well illustrated. Every primary room should have some of this set on their library table.

Primer:

7. The Painted Calf
8. The Surprise Box
9. This Is Fun

Grade I:

10. Mr. Joe and The Pig
11. Elsie Elephant
12. Tip

Grade II:

13. Pueblo Indian Stories
14. We Go Away

Grade III:

15. Year-Round Fun
16. Tony and Jo Jo
17. Fifty Winters Ago
18. Trails in the Woods
19. Sad Prince

PRIMARY GRADES (continued)

20. The Little Wooden Farmer: 36 pages

Two stories for Grade 2.  
Both stories can be "acted out".

21. Wags and Woofie: 48 pages

The story of two little dogs and their adventures.  
Recommended for reading in Grades 2 and 3.

22. The Funny Noise:

A picture book for reading in Grade 2. A surprising story of the adventures of a little brother and sister.  
Recommended for Grade 3.

23. Bonny's Wish:

The birds and bunnies try to help Bonny find her dearest wish - for a baby brother or sister. Grades 3 and 4.

24. A Surprise for Mrs. Bunny:

Mrs. Bunny's children decide to surprise their mother on her birthday. Beautifully illustrated. Suitable for Grades 2 and 3.

New Method Supplementary Readers

Recommended especially for teaching bilingual children, these readers are based on a systematic word count. Each book is illustrated

and contains questions on the text.

Set I - Grades 1 and 2 (Vocabulary about 475 words)

- 25. Nine New Fairy Tales
- 26. Fables and Fairy Tales

Set II - Grades 2 and 3 (Vocabulary about 750 words)

- 27. The Mystery of the Island
- 28. Gulliver's Travels

Set III - Grades 3 and 4 (Vocabulary about 1,000 words)

- 29. Robinson Crusoe

Set IV - Grade 5 (Vocabulary about 1400 words)

- 30. Quentin Durward
- 31. The Deerslayer

Story Time Books:

The following two story books are suitable for Grades 3 and 4. They are illustrated in black and white:

- 32. The Adventures of Pewgo.
- 33. Friday Afternoon Stories.

Every Child Series:

These are English story books of 50 pages and are ideal for the library table. Black and white illustrations.

- 34. Buzzy Wing - grades 2 - 3
- 35. The Wee Wee Duck - grades 2 - 3
- 36. Moon Fleet - grades 4 - 5
- 37. Seven Little Sisters - grades 4 - 5
- 38. Stories from Hans Anderson - grades 5 - 6
- 39. The Golden Hen - grades 5 - 6
- 40. The Magician's Gift - grades 5 - 6

41. Cubby Bear:

122 pages

Beautifully illustrated stories of Cubby Bear, Busy Beaver, Chirpy Chipmunk, etc. Grades 3 and 4 will like these animal stories.

First Experiences in Reading:

36 pages

42. The Book of Houses

Tells the story of the cave home, the tree house, the tepee, the igloo, the log cabin, etc. Grades 2 and 3.

43. The Book of Heat and Light:

A picture story for Grades 2 and 3, showing the development of heat and light from the Indian camp fire, the Eskimo lamp, the candle, the gas stove, electric light, etc.



INTERMEDIATE AND SENIOR GRADES

44. Christmas Magic:  
The Santa Claus in the show window comes to life. Grade 4 will find this a very interesting book. Beautifully illustrated. (limit 1).
45. Thumper: 40 pages  
The story of the rabbit made famous by Walt Disney. Grades 4 and 5 will love this gay, illustrated book of an impish rabbit.
46. The Tale of Peter Rabbit:  
The well loved story of Peter Rabbit's misadventures in the vegetable garden. Recommended for reading by children in Grades 4 and 5.
47. Willie Fox's Diary: 125 pages  
A delightful animal story dealing with the adventures of a little fox. Recommended for Grades 4 and 5.
48. A Fairy's Garland of B.C. Flowers: 48 pages  
Poems alphabetically arranged, written by a British Columbia authoress about the native flowers of B.C. Grades 7 and 8.
49. Stories of the Land of Evangeline: 240 pages  
Fourteen stories by Grace McLeod Rogers. Suitable for reading by pupils of Grades 7 and 8. These interesting stories of Canadian life will be useful for supplementary reading purposes.
50. Moni the Goat Boy and Other Stories: 212 pages.  
A book of interesting stories by the author of Heidi. Grade 7.
51. It's A Pass: 196 pages  
A story of football and school life. Recommended for library use for Grades 8 and upwards. (limit 1).
52. The Life and Adventures of Santa Claus: 148 pages  
Stories of Santa Claus and his visit to the earth at Christmas. Grades 5 and 6. (limit 1).
53. Tales of the Round Table: 90 pages  
Abridged stories based on tales of King Arthur and His Knights. Grades 6 and 7.
54. Fur Trappers of the Old West: 252 pages  
The adventure story of a young boy with the Rocky Mountain Fur Company. High interest level with easy vocabulary. Grades 6 - 8.

Robert Louis Stevenson

The two books listed are authorized in certain provinces:

- 55. Treasure Island
- 56. Kidnapped.

SOCIAL STUDIES

Indians of North America

The following selection of books should give our Indian pupils of all grades a good background of information about the other Indian tribes of Canada. These books have been selected for their easy vocabulary content and high interest value.

My Indian Book Series.

A series of little books about Indian boys and girls from different parts of North America. The stories and pictures are carefully prepared for reading by grades 2 - 4. The type is large and there are plenty of coloured pictures.

- 57. Gray-Bird (Little Plains Indian)
- 58. Winona ( Little Sioux Girl)
- 59. Leaping-Trout (Iroquois Girl)
- 60. Wattala (Indian of Northwest)
- 61. Nigalek (Little Eskimo Boy)

The LaRue Readers

- 62. Hoot Owl: (Mabel LaRue) 207 pages  
This is the story of a little Indian boy in the days when the white man first visited America. Recommended for Grades 3 and 4, as a supplementary reading book.
- 63. Little Indians: (Mabel LaRue) 180 pages  
A story of a little Indian boy and his adventures in hunting, fishing and travelling. Recommended for Grade 4.
- 64. Three Little Indians: 36 pages.  
Ont of the Canadian Social Studies Unit Readers. Tells the story of three little Indian boys - Haida, Blackfoot and Huron-Iroquois. Grades 4 and 5.
- 65. Sparks From a Thousand Camp Fires: 325 pages.  
Stories of the early fur traders and their contacts with the Indians. True stories of trappers and adventures told in narrative style. Grades 5 - 7.
- 66. Long Ago: 280 pages  
A story of the Indians and early colonists. The section dealing with Indian clothing, food, language and customs is especially useful for Grades 5 and 6.
- 67. Indians of Canada and Prairie Pioneers: 160 pages  
A teacher's textbook with details of the various Indian tribes across Canada and their relations with the early pioneers. Recommended for teachers who wish to educate their pupils in the background of their ancestors.



SUPPLEMENTARY AND REFERENCE BOOKS

68. How The Old World Found The New: 250 pages
- A story of the discovery of America, dealing with Marco Polo, Columbus, Cabot, Coronado, Champlain, etc. Grades 5 and 6.
69. The Story of Ten Little Boys Throughout the Years, 248 pages
- from Persia, Greece, Rome, Britain, France, up to the present time. Grades 6 and 7.
70. Oregon Chief: 154 pages
- The story of a boy and his pony on a western cattle ranch. The units are short, illustrated and interesting. Teachers will find this useful supplementary reading in Grades 3 and 4.
- Geography - First Series: 90 pages
71. Book One - Grades 3 and 4
- Deals with stories of little boys throughout the world. This 90-page book is well pictured and there are questions at the end of each unit.
72. Book Two - Grades 5 and 6. 90 pages.
- A supplementary geography book with stories of cattle ranchers, sheep farmers, mountaineers, dairy farmers and fishermen throughout the world.
73. Story of Rice:
- Romantic legends and true stories of rice, as told by Maud and Misca Petersham. Beautifully illustrated in colour and recommended as supplementary reading for Grades 4, 5 and 6.
74. Eskimo Land: 90 pages
- The life and experiences of Eskimo children. Recommended for our schools in the Yukon and Northwest Territories. Grades 4 and 5.
75. The Canadian Flag Day Book: 152 pages
- Includes twenty-four short selections on outstanding events connected with the history of Canada and the British Empire. Two anniversaries in each month are suggested for patriotic readings.
76. The Growth of America: 96 pages.
- Social Studies Textbook-Workbook dealing with the early history of America and pioneer days. Grades 5 - 7 (limit 1)
- Home and World Series
- This series traces the commodities back to their origin, and in following the raw product, journeys are made to many distant lands. Recommended in 3 Provinces.
77. How We Are Clothed: 190 pages
- The story of linen, flax, silk, etc.

Home and World Series (cont'd.)

78. How We Are Sheltered: 192 pages

The story of wood, brick, stone and homes around the world.

79. How We Travel: 196 pages

A Geography Reader dealing with transportation on land, sea and air. It also deals with travel in the various countries of the world.

80. How We Are Fed: 90 pages

The story of wheat, dairy products, meat, cocoa, nuts, fruit, coffee, etc.

81. The Beaver and The Muskrat: 52 pages

Specially written for Indian schools by Mr. A.J. Doucet, Supervisor of Vocational Training. Available as a supplementary reader at the rate of one per student in Grades 4 and 5.

82. How We Have Conquered Distance: 200 pages

The story of the development of various methods of transportation. Recommended for Grades 4 and 5. Recommended in three Provinces.

83. Canadian Geography Readers: (D. J. Dickie)

These readers are issued to provide supplementary reading, interesting and stimulating, for the average and clever child. Coloured plates and many half-tone illustrations. (limit 1)

Book 1 - The Book of Letters	-	Grades 1 - 2
Book 2 - The Book of Wonders	-	" 2 - 3
Book 3 - The Book of New Canadians	-	" 3 - 4
Book 4 - The Book of Rocks	-	Grade 4
Book 5 - The Book of Beautiful Places	-	Grades 5 - 6

84. The Story of Our Prairie Provinces: (Joseph M. Scott,  
Provincial Normal School,  
Calgary, Alberta.)

In the pages of this new book, History, Geography, and Science meet to unfold the romantic story of the Canadian prairie lands for pupils of Grades 5 and 6.

It will be found equally useful whether the enterprise is the adopted technique or the traditional approach is still in use. The material is carefully graded. Black and white sketches.

85. Pages from Canada's Story: Grades 5, 6 and 7.

(Authorized in the Provinces of Manitoba and Quebec)  
By D. J. Dickie and Helen Palk.

The history of Canada in story from the beginning to the present day, particularly emphasizing the life of the people and the romantic and picturesque incidents which appeal to children.

86. The Story of Our Clothes: 50 pages

The story of wool, leather, silk, etc., told very simply for reading by Grade 4 students.



Guide-Book Series in Social Studies:

- |     |                        |                 |
|-----|------------------------|-----------------|
| 87. | Little Journeys Abroad | Grade 3,        |
| 88. | Ways of Living         | Grades 3 and 4  |
| 89. | Our World Has Changed  | Grade 4         |
| 90. | Canadian Neighbours    | Grades 5 and 6. |

The above Series is written by Ontario teachers and inspectors. The material is especially adapted for Canadian schools, the illustrations are clear and the language simple.

91. Story Pictures in Transportation: 224 pages

One of the primary social studies series for Grades 3 and 4. Beautifully illustrated in colour. This book deals with the old and new in communication and transportation. Recommended in 4 provinces.

92. Friends in Far Away Lands: 156 pages

A suitable supplementary reader for Grades 3 and 4, written by Canadian authors. Contents include trips to Baffin Island, to Egypt, to the Congo, to the Netherlands and to Norway.

93. Little World Children: 126 pages

The contents can be read by Grades 3 and 4 and are stories of little children around the world.

94. Children of the Pioneers:

A Canadian text with interesting stories of pioneer children. Recommended for Grades 3 and 4. Sections dealing with maple sugar making, etc., are dramatized and attractively illustrated.

95. World Explorers: 133 pages

The story of the Norsemen, Marco Polo, Columbus, Cook and Peary. Suitable for Grades 4 and 5.

Everychild Series:

Informative books of about 50 pages with black and white illustrations describing people, processes and occupations. Grades 3 - 5.

- |      |                                   |
|------|-----------------------------------|
| 96.  | In the Wilderness                 |
| 97.  | Men Who Make Things               |
| 98.  | Men Who Live in Tents             |
| 99.  | The Story of Spinning and Weaving |
| 100. | Potters Through The Ages.         |

This Series is entitled Pictured Geography and deals with our neighbours and how they live. The vocabulary is suitable for Grades 4 and 5. These are entertaining and colourfully illustrated.

- |      |         |      |               |
|------|---------|------|---------------|
| 101. | Peru,   | 104. | Newfoundland, |
| 102. | Panama, | 105. | Honduras,     |
| 103. | Mexico, | 106. | West Indies.  |

107. Steel: 50 pages

The whole story of iron and steel from the first unknown man who beat the glowing iron between two stones to the immense foundries of today. Beautifully illustrated. Grades 7 and 8.

108. The River Book:

250 pages

A story of driving along the river, which deals with all the various points of interest along the way, such as water wheels, fish ladders, power houses, etc. Grades 7 and 8.

SCIENCE

Basic Science Education Series:

This series is highly recommended for supplementary reading in science for all the grades. The vocabulary is simple and the illustrations are remarkably good.

40 - 50 pages

Primary

- 109. An Aquarium
- 110. Plants Round the Year
- 111. Water Appears and Disappears
- 112. Animals That Live Together

Physical Science

Grades 4, 5 and 6

- 113. The Sky Above Us
- 114. Clouds, Rain and Snow
- 115. The Air About Us
- 116. Fire
- 117. The Earth a Great Storehouse.

Biological Science

Grades 4, 5 and 6

- 118. Garden Indoors
- 119. The Garden and Its Friends
- 120. Flowers, Seeds and Fruits
- 121. Toads and Frogs
- 122. Plant Factories
- 123. Saving Our Wild Life.

Physical Science

Grades 7, 8 and 9

- 124. Light
- 125. Water Supply

Biological Science

Grades 7, 8 and 9

- 126. Foods
- 127. Keeping Well

128. Frogs:

An elementary science reader suitable for Grades 5 and 6.  
A supplementary science book.

129. Science Experiences with Home Equipment. Grades 7 and 8.

By Carleton J. Lynde, Professor of Physics and Household Engineering, Teachers College, Columbia University. Formerly of McGill University, Montreal.

This book, the first of a series, illustrates, describes and carefully explains two hundred experiments that can be performed with equipment available in the home - such as chairs and tables, milk bottles, hairpins, coffee cans, paper bags, marbles, rubber sink stoppers, etc. All of the experiments are excellently conceived. They are simple, to the point and sufficiently explained by directions and illustrations.

Contents include: Atmospheric pressure, Air Streams, Water Wheels and Turbines, Buoyance of Liquids, Water Pressure and Air Pressure, etc. Grades 8 and upwards.



130. Science Experiences with Inexpensive Equipment:

By Carleton J. Lynde.

This is the second book of the series by Professor Lynde, which describes and explains two hundred new Science experiments, and leads the pupil many steps farther along the way of elementary experimentation. The first eighty-five of these experiments require only home equipment, while for the remaining one hundred and fifteen, simple and inexpensive equipment is needed.

Contents include: Centrifugal Force, Mechanical Principles,  
Gases, Liquids, Heat, Water Pressure, etc.

Grades 8 and upwards.

131. Forest Facts for Schools

335 pages

Recommended for Grades 7 and 8 for the study of science units dealing with the forest, forestry, forest protection, etc.

Scale of Issue: One per teacher with Grades 7 and 8.

HANDICRAFTS

132. Playing With Clay:

Tells how to make an ash tray, paper weight, bowl, book ends, out of clay.

133. Square Knot, Tatting, Fringe and Needlework:

112 pages

A handicraft book that shows how to make slippers, leashes, hand bags, mats and other useful articles from knotted cord and leather.

134. Handbook of Knots:

196 pages

Braiding for leather whips and sombrero chin straps. Sections dealing with rope splicing, cox combing, etc.

135. The Box Book:

One of the Work and Play Series, describing toys made out of paper boxes. Clearly illustrated.

136. Clothing Design and Drafting:

52 pages

One of the Ryerson Technical Series. Chapter on clothing designing, drafting and pattern making.

Scale of issue: One per pupil in Grades 7 and 8.

137. Clothing Construction:

312 pages

A teacher's book dealing with the technique of clothing construction. Well illustrated.

138. Arts and Crafts for Canadian Schools:

180 pages

This book gives the teacher a working knowledge of many crafts in clay, paper, reeds, textiles, soap, leather, wood, metal, etc. Available only for those teachers who did not obtain the handicraft books listed in the October Bulletin.

the Indian Agent and other officials in their efforts to raise the standard of living of Indians, particularly on the more isolated Indian reserves.

On the other hand, we realize only too well that many teachers in our service at the present time are performing duties far beyond those expected of the normal classroom teacher. It is our hope through the creation of this new position that adequate recognition will be given to such teachers. The steps to be taken in setting up these positions are as follows:

1. The Indian Agent makes a recommendation to the Inspector or Commissioner of the province concerned that the teacher of a certain school be classified as a Welfare Teacher and setting out clearly his reasons for making this recommendation.
2. The Inspector or Commissioner concerned forwards the recommendation to the Indian Affairs Branch making whatever comments he considers necessary.
3. If the recommendations of the above mentioned officials are approved by the Branch, those concerned will be immediately notified.

In addition to normal teaching duties, the Welfare Teacher will be expected to take an active part in the following activities:

1. To form Homemakers' Clubs, Women's Institutes and similar organizations among the Indian women of their particular reserve.
2. To sponsor community recreation of all kinds including athletics, concerts, drama festivals, etc.
3. To encourage home gardening clubs and home improvement competitions.
4. By advice and example, to endeavour to improve living conditions in Indian homes.
5. To encourage adult education of all kinds.
6. To co-operate with Indian Agents, doctors and nurses in matters of family allowances, drug dispensing, etc.

You will note in the class regulations in Bulletin No. 4 that Welfare Teachers will be expected to remain on the reservations during the usual summer holiday period. They will only be allowed the normal Civil Service holidays, totalling eighteen working days each year. Upon application, these teachers may be granted leave of seven weeks once every three years to enable them to attend a course in social welfare, sociology, child psychology or allied professional field at a Canadian or American university or school recognized by the Indian Affairs Branch.

By taking correspondence courses from Provincial Departments of Education, Universities or other schools recognized by the Indian Affairs Branch, Indian Welfare Teachers can qualify for the salary increments which would ordinarily necessitate summer school courses.

It is our intention to appoint some trained social service workers to visit the Welfare Teachers on the various reserves and guide them in the performance of their duties. We also intend to have special welfare courses conducted for the Welfare Teachers in order to give them explicit training with regard to their duties.



MUSIC

139. A Book of Cradle Songs:

A beautiful book containing fifteen pages of the best loved lullabies and cradle songs, arranged for easy playing and singing.

(limit 1)

140. The Singing Period (one-book Course)

A one-book course especially written for Canadian schools. This book is ideal for the teacher of a one-room school

(limit 1 per teacher)

PART II TEACHING METHODS

62 EXPERIENCE READING Part 2

This article is the conclusion of Item No. 38 in Bulletin 3.

We are now providing for the primary grades in our Indian schools, a very sound programme in beginning reading. However, we frankly admit that this programme is a "pre-fabricated" one. In other words, it is written by authors who deal largely with city life and with city children. The stories do not deal with the adventures of country children, nor with things that are likely to happen to Indian children. Therefore, it is most essential that this basic reading programme be supplemented with blackboard stories of the every day life experiences of the class.

It is impossible to provide a standardized reading programme to suit the needs of all our Indian pupils. For example, a Mohawk boy has daily "experiences and lives in an environment unlike those of a Blackfoot boy. Indian children of the Cape Mudge Reserve on Vancouver Island would compose reading charts entirely different from those of Indian children of Norway House. These charts should be kept as a guide and a check for the teacher in determining reading progress. They should be kept for class reading, for the review value, and also to give the child a sense of reading achievement. When the children memorize or grow tired of a story, rotate the charts in the same way toys and library books are rotated. When the story appears again on the chart rack, it will be greeted as a welcome friend.

Later on, some teachers will wish to have these collections of stories mimeographed and bound into books for the children to take home. Collecting, mimeographing and binding books is an excellent activity for restless spring days. Great care should be taken to obtain legible mimeographing and to turn out a book of which a child will be proud. These stories should not be signed individually unless they are the absolute product of an individual. If it is teacher-pupil work, and it should be at this stage, it must be signed by teacher and pupils, or as a group, or not signed at all. If these stories are good enough to be collected in a permanent form, several copies should be made for the classroom library. These will provide the new grade one class of next year an interesting comparison for their own efforts.

Recently, with very good results, the following experience reading lessons were presented to a group of first grade children who had been reading for several months. The lessons immediately preceding this were about the class doll. "We have, We like, It is pretty, We wash, We wash with soap and

water, We made clean" had been used, thereby making a familiar vocabulary for the new lessons.

Preparation for the new work was made by slipping daily a new flash card among the old ones.

#### First Week

(first day) We have a table. (second day) We like the table.  
(third day) The table is pretty. (fourth day) We have a pretty table.  
(fifth day) The table is not pretty. It is not a pretty table.

#### Second Week (also repeat first)

(first day) We wash the table. We rub the table. We paint the  
table.

(second day) We rub with sandpaper. We made it smooth.  
We paint the table yellow.

(third day) We made the table smooth. We have sandpaper.

(fourth day) We like sandpaper. We like paint.

Beginning the third week, the children were made conscious of the dirtiness of an old kindergarten table. Naturally, they decided to do something about it. Daily, as work on the table was completed, a new story about the table was compiled by a group. It was then that the new flash cards of the preceding weeks bore fruit. The children subconsciously repeated them. With older children this is not a good practice as it tends to limit their expression and it should never be used in any age group where creative writing is desired. For experience reading with young children who are groping for English phrasing and where a controlled vocabulary is necessary, it is a good procedure.

The group-made stories resulting from the refinishing the table activity follow:

(first day) Name of story series, The table.

(lesson) We have a table.  
The table is not pretty.  
We like a pretty table.

(Second day) We wash the table. We wash the table with water.  
We wash the table with soap.  
We wash the table with soap and water.

(third day) We wash the table. We like to wash the table.  
We make the table clean. It is a clean table.

(fourth day) We rub the table. We rub the table with sandpaper.  
We rub and rub. Sandpaper made the table smooth.  
It is a smooth table.

(fifth day) We like to paint. We paint the table.  
We paint the table yellow.  
We like to paint with yellow.  
It is a yellow table. It is a pretty table.  
We like the pretty, yellow table.

This did not take too long a period because the two weeks' preparation consisted of but a small fraction of the daily flash card drill. One week was given to the activity and the compiling of the daily stories. The two weeks following this were given to review reading of the table stories and to the preparation of flash card material introducing a new activity. The teacher hoped that this new activity would develop around the using of the table. If subtle guidance could do it, she hoped the children would



make clay dishes for the table.

With older children too much teacher guidance is a bad procedure. For young children it is necessary and any let-up on the teacher's part must be gradual and determined by the ability and personality of the class. It can not be standardized.

Experience reading should begin with the first reading group, but it should not end there. From pre-primer to high school seniors there is need for reading materials based upon the life situations of the readers. The older groups are more capable of and more interested in individual work in the form of achievement recordings, diaries and imaginative stories in which the hero is always the writer.

..... Teaching certificate  
(type of certificate)

..... granted by the Province of .....

and dated ..... I have taught Indian children at the

schools listed below:

Name of Indian Day School	Years of Service
---------------------------	------------------

.....	.....
.....	.....
.....	.....
.....	.....

(give further details on back of page)

In World War ..... (I or II) I had ..... months' overseas service in the Armed Forces of Canada.

I understand that it will be necessary for the Indian Affairs Branch to carefully consider the School Inspectors' and Indian Agents' reports submitted upon my work and that these reports must be judged as satisfactory before my application can be submitted further.

I attach the following documents as required by the Civil Service Information Act:

Proof of Age

..... These are recommended for permanent appointment will later be required to submit a medical examination report.

..... (Signature of Applicant)

Teacher of ..... Indian Day School.

..... and Signature of Indian Agent.

..... and Signature of Inspector or Commissioner.

APPLICATION FOR APPOINTMENT AS PERMANENT CIVIL SERVANT FOR THE  
PURPOSES OF THE CIVIL SERVICE SUPERANNUATION ACT, 1924, AS AMENDED.

I, the undersigned, do hereby make application for appointment as a permanent  
Civil Servant for the purposes of the Civil Service Superannuation Act, 1924,  
as amended.

I was born at .....  
on ..... (date). I hold a permanent .....  
..... teaching certificate  
(type of certificate)  
No. .... granted by the Province of .....  
and dated ..... I have taught Indian children at the  
schools listed below:

<u>Name of Indian Day School</u>	<u>Years of Service</u> <u>(10 month year)</u>
.....	.....
.....	.....
.....	.....
.....	.....
(give further details on back of page)	

In World War ..... (I or II) I had ..... months' overseas  
service in the Armed Forces of Canada.

I understand that it will be necessary for the Indian Affairs Branch  
to carefully consider the School Inspectors' and Indian Agents' reports sub-  
mitted upon my work and that these reports must be judged as satisfactory  
before my application can be submitted further.

I attach the following documents as required by the Civil Service  
Superannuation Act:

Proof of Age

Note: - Those who are recommended for permanent appointment will later be  
required to submit a medical examination report.

.....  
(Signature of Applicant)

Teacher at .....  
Indian Day School.

Comments and Signature of Indian Agent.

Comments and Signature of Inspector or Commissioner.



